

## Section 2: Consultation

### 2.1 Consultation.

*Instructions: Each SEA must engage in timely and meaningful consultation with stakeholders in developing its consolidated State plan, consistent with 34 C.F.R. §§ 299.13 (b) and 299.15 (a). The stakeholders must include the following individuals and entities and reflect the geographic diversity of the State:*

- *The Governor or appropriate officials from the Governor's office;*
- *Members of the State legislature;*
- *Members of the State board of education, if applicable;*
- *LEAs, including LEAs in rural areas;*
- *Representatives of Indian tribes located in the State;*
- *Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, and organizations representing such individuals;*
- *Charter school leaders, if applicable;*
- *Parents and families;*
- *Community-based organizations;*
- *Civil rights organizations, including those representing students with disabilities, English learners, and other historically underserved students;*
- *Institutions of higher education (IHEs);*
- *Employers;*
- *Representatives of private school students;*
- *Early childhood educators and leaders; and*
- *The public.*

*Each SEA must meet the requirements in 34 C.F.R. § 200.21(b)(1)-(3) to provide information that is:*

1. *Be in an understandable and uniform format;*
2. *Be, to the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
3. *Be, upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, 42 U.S.C. 12102, provided in an alternative format accessible to that parent.*

- A. Public Notice.** Provide evidence that the SEA met the public notice requirements, under 34 C.F.R. § 299.13(b), relating to the SEA's processes and procedures for developing and adopting its consolidated State plan.

[Public notice for each ESSA Community Meeting was posted in compliance with Indiana Code.](#)

- B. Outreach and Input.** For the components of the consolidated State plan including Challenging Academic Assessments; Accountability, Support, and Improvement for Schools; Supporting Excellent Educators; and Supporting All Students, describe how the SEA:
- i. Conducted outreach to and solicited input from the individuals and entities listed above, consistent with 34 C.F.R. § 299.13(b), during the design and development of the SEA's plans to implement the programs that the SEA has indicated it will include in its consolidated State plan; and following the completion of its initial consolidated State plan by making the plan

available for public comment for a period of not less than 30 days prior to submitting the consolidated State plan to the Department for review and approval.

### Community Meetings

From March to April 2017, IDOE hosted nine community meetings across the state, one in every congressional district in Indiana. The goal was to engage families, teachers, paraprofessionals, specialized support personnel, principals, administrators, business and community leaders, members of civil rights organizations, institutions of higher education, and any other member of a given community who wanted to provide input in the development of the state plan.

The meetings were designed to ensure working people had an opportunity to participate. Meetings were held in the evening (at either 6:30 or 7:30 p.m. local time) in partnership with local community organizations like community centers, colleges and universities, civil rights organizations and libraries.

Below is a chart with dates, times, and locations of the Community Meetings:

Date	Location	District
March 16, 2017 6:30-8:00pm CT (7:30-9:00pm ET)	<b>Evansville</b> Evansville-Vanderburgh Library - North Park Branch 960 Koehler Drive Evansville, IN 47710	8
March 29, 2017 6:30-8:00pm CT (7:30-9:00pm ET)	<b>Merrillville</b> Merrillville Branch of the Lake County Public Library 1919 81st Avenue Merrillville, IN 46410	1
April 3, 2017 6:30-8:00pm ET	<b>Kokomo</b> Indiana University Kokomo Kresge Auditorium 2300 S Washington Street Kokomo, IN 46902	5
April 4, 2017 6:30-8:00pm ET	<b>Indianapolis</b> Indianapolis Urban League 777 Indiana Avenue Indianapolis, IN 46202	7
April 6, 2017 7:00-8:30pm ET	<b>New Albany</b> Griffin Recreation Center 1140 Griffin St. New Albany, IN 47150	9

April 11, 2017 6:30-8:00pm ET	<b>Goshen</b> Goshen College Church-Chapel Building, South Entrance 1700 South Main Street Goshen, IN 46526	2
April 12, 2017 6:30-8:00pm ET	<b>Richmond</b> Morrisson-Reeves Library 80 North 6th Street Richmond, IN 47374	6
April 19, 2017 6:30-8:00pm ET	<b>Lafayette</b> Tippecanoe County Public Library 627 South Street Lafayette, IN 47901	4
April 20, 2017 6:30-8:00pm ET	<b>Fort Wayne</b> Fort Wayne Urban League 2135 Hanna Street Fort Wayne, IN 46803	3

Meetings were structured to maximize public conversation. After a brief introduction from Superintendent Jennifer McCormick or IDOE Chief of Staff Lee Ann Kwiatkowski, each participant moved into a small group to discuss one key issue in ESSA. Those groups were usually facilitated by a local teacher or community leader. Questions were designed to be accessible to any stakeholder, whether a participant worked in education or not. Participants chose one of the following key questions to consider and discuss:

- A. How can we determine how our schools are doing?
- B. How should we communicate how our schools are doing?
- C. How should we support ALL students?
- D. How can we improve our schools in need?

After discussing the question, each group nominated one person to share the list of recommendations to answer that specific question with the larger group. Those lists were compiled and used to support the drafting of sections of the Indiana ESSA plan.

The IDOE was fortunate to have many state education policymakers on hand to listen to community stakeholders. Every member of the Indiana State Board of Education (INSBOE) attended at least one ESSA meeting. Many attended multiple meetings, and one attended eight of the nine. Superintendent McCormick participated in seven of the nine community meetings personally, and required that each member of the IDOE cabinet participate in at least one. In many cases, local education leaders like superintendents and school board members participated in the discussion.

### **Technical Assistance Working Groups**

To help advise the writing process on the technical elements of the ESSA plan, IDOE formed Technical Assistance Working Groups. Members included teachers, principals, administrators,

community organization leaders, State Board of Education members and staff, members of the governor's staff, and experts in specific technical fields. The groups were led by the IDOE staff member responsible for the initial draft of each ESSA section. The working groups included the following subject areas:

1. Accountability
2. Assessments
3. Supporting all Students
4. Supporting Excellent Educators

The working groups met three times in the months of May and June. They will meet again in July to review public feedback from the first draft.

### **First Draft and Public Comment**

On June 30, IDOE published its first draft of the state ESSA Plan for public review. For each section, IDOE provided online surveys to gather responses. Survey questions were developed by the ESSA section drafters in areas where more public feedback was crucial. The plan will also be presented to the Indiana State Board of Education (INSBOE) on July 12. State law empowers the INSBOE to make decisions regarding portions of the ESSA plan.

Feedback from the public survey, feedback from the Technical Assistance Working Groups, and decisions by the INSBOE will inform the final draft that will be submitted to the governor for review.

- ii. Took into account the input obtained through consultation and public comment. The response must include both how the SEA addressed the concerns and issues raised through consultation and public comment and any changes the SEA made as a result of consultation and public comment for all components of the consolidated State plan.

Throughout the month of July, the public will have an opportunity to weigh in on the first draft of the state ESSA plan through public surveys. The IDOE section drafters have developed a set of questions in areas where they require more public input. The public also has an opportunity to comment on any portion of the plan that may need more engagement.

Public feedback was integral to some of the key choices made in Indiana's plan. Here are a few examples of how public engagement shaped the first draft of the plan.

### **Culture and Climate Surveys or Assessments**

At community meetings and in Technical Assistance Working Groups, there was strong support for climate and culture surveys, either to support struggling schools or for accountability purposes. Parents, educators, community members at community meetings and policy experts on the Technical Assistance Working Groups agreed that the department needs to work on a better measure of culture and climate. There was wide agreement that those elements of school are both vital and challenging to measure. The IDOE plans to begin a pilot of culture and climate surveys with struggling schools, with the goal of producing a proposal for statewide implementation.

### Social and Emotional Supports

Another consistent theme heard at community meetings was the need for greater social and emotional supports of students. Stakeholders emphasized that the well-being of the whole child is essential for academic success.

Based on stakeholder feedback, IDOE will include social and emotional supports as a category choice for its Student Support and Academic Enrichment Grants provided through Title IV, Part A in ESSA. Public LEAs and Public Charters will have an opportunity to apply for these funds through a competitive grant process.

- C. Governor's consultation.** Describe how the SEA consulted in a timely and meaningful manner with the Governor consistent with section 8540 of the ESEA, including whether officials from the SEA and the Governor's office met during the development of this plan and prior to the submission of this plan.

Throughout the ESSA plan drafting process, IDOE worked to engage state policymakers at multiple points during the process. At each stage of the drafting process, we have included Governor Holcomb's Director of Education Policy, PJ McGrew. McGrew served as a member of the Accountability Technical Assistance Working Group. McGrew was also provided drafts of ESSA sections to review prior to the June 30 public release date.

Over the course of the month of July, IDOE will continue to work with the governor's staff and other state agency staff members to ensure the plan incorporates stakeholder feedback.

Date SEA provided the plan to the Governor: *The IDOE intends to submit the ESSA Plan to the Governor on August 15, 2017.*

Check one:

- ☐ The Governor signed this consolidated State plan.  
☐ The Governor did not sign this consolidated State plan.